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ABSTRACT

In order to reflect accurate comparative enrollment estimates and projections for public and Catholic schools in Ontario (Canada), student mobility between the two systems should be measured within the same geographical area. Because Ontario government statistics show only migrations in and out of large geographical units, the need for long-term projections for each system compelled the Catholic system's metropolitan Toronto district to compile data on movement of students, showing both mobility between systems and area migrations. For the 4 years from 1978 through 1981, figures show that the rates of migration to and from the two operating systems were different from migration to or from the Toronto area, and different from the rate of movement of students between schools within that area. (JW)

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An Analysis of Mobility
and Migration in Metro
Separate Schools

J. D. Feeney

January, 1982

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Abstract

The utility of the demographic concepts of mobility and migration in the prediction on enrolment in Ontario schools has been limited by the absence of a distinction, in Ministry of Education statistics, between mobility within a geographic area and migration between Catholic Schools and Public Schools. It was found that in Metropolitan Toronto migration between Catholic and Public Schools, migration in and out of Metropolitan Toronto, and mobility within the Catholic and Public school systems occurred at different rates and showed different trends. The distinction of these types of migration and mobility permits finer prediction of enrolment.

Introduction

The enrolment in public schools is largely demand oriented, that is, the public school is legally required to supply educational service to whatever number of students present themselves at the schools doors. In a number of provinces in Canada this situation is complicated by the existence of two tax-supported school systems: one non-denominational school system referred to as the Public Schools and the other a denominational school system¹ referred to as the Roman Catholic or Catholic school system.

These two tax-supported school systems are administered by school boards: the Public schools by Public Boards of Education (PBE) and the Catholic schools by Roman Catholic Separate School Boards² (CSB).³ Although the two systems are ostensibly not in competition their geographic boundaries are, at least in large urban areas,⁴ coincident. Because of the geographic overlap between the two systems there is, especially in urban areas, a limited number of school-aged children available as clients to the educational institutions. Even though the markets of the two systems are not⁵ coincident, historically there has been competition for enrolment.

The reasons for the competition have been many but in practical terms the competition prior to the early seventies was not particularly visible nor was it particularly intense. The PBE was for the most part in a dominant position offering school places to all school-aged children (both Catholic and non-Catholic) in an

area. Since the population was generally expanding there was not a high level of concern by the PBE about the religious affiliation of its students; each system was concerned primarily with meeting the increasing demand for student places. But as the school age population began to decline [3] the competition for students among the two systems increased. This has been especially true in large urban areas (such as Toronto, Windsor, and Ottawa) where there has been a relatively large number of Catholics. The competition has been intensified in urban areas where there has been an influx of immigrants from predominantly Catholic countries. In the sixties the immigration was from Italy, in the early seventies it was from Portugal, and in the late seventies the majority of immigrants with school age children were from the Phillipines. The result was a change in the school-age population from a characteristically anglo-protestant predominance to a non-anglo-catholic predominance. The result was an open, intense competition for students to, in the case of the PBE, maintain its dominant position and operating resources and, in the case of CSB, to increase its relative position in terms of enrolments and operating resources.

The competition between the urban PBE and CSB for enrolment makes the planning of resource utilization for both types of educational system a much more complicated process than if there was only a single school board attempting to plan for the demand of the school-aged population. Both boards must attempt to provide

some basis in terms of enrolment estimates or projections either in the form of overall board future enrolments or as aggregates of individual school enrolment projections in order to plan resource allocations. The problem with these projections is that the methods employed [4,5,6] do not take into account migration between school boards within the same area. To this point there has been little data available in this regard and no board in Ontario except the Metropolitan Separate School Board (MSSB) has been able to provide data which distinguished between types of migration or mobility.

It is the purpose of this paper to explore the characteristics of mobility and its subcategories of migration in order to gain more understanding of the processes operating within populations which affect the changes in enrolments.

Methodology

The importance of enrolment projections for the planning process in education cannot be overstated. The immediate (1 year) projections are used by school administrators to project the number of pupil places, teachers, curriculum material and their associated costs and financing and, because of their immediacy, have a high profile among school people. But the 2 - 5 year projections or the 5 - 10 or 20 year projections become the foundations for capital forecasting, long term financing and anticipating the long term impacts of numbers of school age children down-the-road. Because of this, the degree of confidence in the planning process itself becomes, over time, rooted in the degree of convergence between the projected enrolments and unfolding reality. And yet, any projection, independent of its statistical sophistication is a 'guesstimate' constrained by real (although temporary) ignorance of future events and based upon a possibly calculated confidence in the continuance of trends⁶ in historical facts. As such, the accuracy of the projections rest both in the appropriateness of the techniques and the data used to reflect or explain the situation under study.

Consider the situation in which there is only one school's administrative unit for a specific geographic district. The planner can use historical data for that district in enrolments by grade or by age and sex and project that district's future enrolments

by grade or by age and sex if she/he has information on births and survival rates between birth and school enrolment for the district. By calculating grade survival ratios (or age survival ratios with age proportions by grade) and applying them in succession to the existing preceding grade data, each successive years' grade projections (or age projections) can be determined. The number of entrants to school can be projected by using birth rates and rates between birth and school beginning. This technique, a form of "cohort survival" [4,8], can be used to give from 4 to 6 year projections. The apparent simplicity is not intended. In fact many problems ensue [4,6] which require adjustments and judgements. However, the problems arise primarily from the type of data available. In the case cited above the general formula for calculating any grade for 1 year into the future is given by

$$I \quad P_{x+1} = P_x (S_x)$$

where: $P_x + 1$ is the enrolment in the next grade after grade x in the following year

P_x is the present enrolment in the grade

S_x is the survival ratio between grade x and grade $x+1$

It can be readily seen that application of this formula does not require any data on or understanding of what factors are influencing the size of or change in the survival ratio S_x . The technique

can be expanded to approximate the general demographic formula of:

$$II - P_f = P_p + B - D + (Min - Mout) \quad [9]$$

where P_f = population at a future date

P_p = population at present

B = number of births over the interval

D = number of deaths over the interval

Min = number of migrants into the area

$Mout$ = number of migrants out of the area

When translated to a school situation the formula logically becomes:

$$III - E_f = E_p + B - R + Tin - Tout$$

where E_f = enrolment at a future time

E_p = enrolment at present

B = number of beginners to school

R = number of retirements (those who leave schooling)

Tin = number of transfers into the school system

$Tout$ = number of transfers out of the school system

If the projection is required by grade (or age) then the data in each factor above would be grade constrained. Given this expansion one can now see those factors which make up "Sx" in the

previous formula. And, as useful as this formula could be most schools, even in North America, do not keep school records in a manner which would provide data for this formulation [6]. Instead these data, if they are maintained, are at the level of school or school board not by grade or by child as would be necessary.

It can be seen from Formula-III that whether the level of specificity is grade within school, school within school board, or school board the mobility of students both in terms of educational jurisdiction and geographic area determine the changes to the existing population or "Sx" (Formula-I). In fact, growth rates in enrolments, in specific geographic areas, tend to differ largely because of internal migration rather than births [8].

Migration, as used by some authors [11] is a sub-term within the study of mobility: migration being movement between geographic areas or political jurisdiction (as in, from city to country or from country to country) and mobility being any movement of populations. The problems of definition in all research and study, begins to rear its head. As used in this study migration has its usual definition of movement of persons between political or geographic areas whereas, mobility refers to internal movement within a geographic or political jurisdiction. Let us clarify this in a concrete example. As explained in the introduction, Ontario is blessed!! with two school systems: a Public system and a Separate system.

In metropolitan Toronto, 4 borough and 2 city P.B.E.'s constitute the Public schools administrative units while the Metropolitan Separate School Board constitutes the Catholic or Separate schools administrative unit. Catholics of school-age can attend either schools provided the tax-revenue from the property in which they reside is also directed to the system in which they attend.⁸ The Ministry of Education maintains through local school input a data system called the School September Report which compiles statistics in which, among other things, the numbers of transfers to and from public schools, separate schools, the number of retirements from and the number of admissions are recorded (cf. Appendix A).⁹ These statistics certainly provide valuable data for the demographer/planner to do enrolment projections on a provincial [7] or on a county basis [4]. However, the statistics are not organized or categorized in such a way as to provide the school planner with sufficient data for understanding the changes occurring in the school board as a whole or within specific schools in particular.

The reason for this lack rests with the dual systems and the duality of the possible people movement. Let me explain: "Transfers to Public schools" is for the Separate board a migration (change in jurisdiction). However, the migration can as well be geographic if the move is from one geographic jurisdiction to another. As well, a "Transfer to Separate Schools" could be geographic and jurisdictional or it could be entirely within

the confines of the Separate board in question. It is true that at the level of school a transfer is a transfer or an admission is an admission but the subcategory changes, differentially defined, could be operating in a contradictory fashion so that the undifferentiated factor shows no changes. The data for this study is compiled at the school board level of specificity therefore Mobility is defined as movement of students among the Separate schools in Metro Toronto under the jurisdiction of the Metropolitan Separate School Board (MSSB). Migration as used here refers to any movement of students between public or Separate boards within Metro Toronto or between Metro Toronto and areas outside of Metro.

The MSSB undertook some 7 years ago to develop a computer assisted student record maintenance which would maintain and update student records in such a manner that a variety of summary data could be gleaned from the records including data points needed to generate, as a by-product, the Ministry School September Report. However, the problem of definition and categorization of mobility of students was recognized at its inception so that data, now recorded for the years 1978 - 1981, have been differentiated by jurisdictional and/or geographic mobility. The results of this data recovery are shown in the next section differentiated by categories of migration between public and Separate school and between Metro Toronto and areas outside Metro Toronto.

Results

The Student Data Card of the MSSB Student Data System (cf. Appensix A) carries a variety of data as shwon in Table I. The data fields of interest here are admissions date and source and demission date and destination. Table II indicates the list of categories defined within these data fields. It can be seen from this list that the movement of students from Public to Separate schools within the same area of Metropolitan Toronto, outisde of area but within Metro and outside of Metro, Ontario, and Canada have all been specified. As well these same kinds of specifications have been used for movements of students between Separate schools. The movements of students have also been differentiated by type of school (private, public or Separate) and by level of school (high school or elementary). The data were grouped by either migration in or out and by mobility.

TABLE III

Table III shows data grouped under migration out of the Separate schools for the four years in which data are available 1978 - 1981. Since the data were for the Ministry School September report the year constitutes the 12 months immediately preceeding September 30th of year stated. From the list of categories given in Table II; Table III categories are constituted as follows:

- Col (2) includes I A1), 2; I B3), 4); I C1)
- Col (3) includes I D; I e; II A1), 3), 4)
- Col (4) includes I A3); I B3,4); I C2); II A2), II C1)
- Col (5) includes II B; II D1)
- Col (6) includes II D2,3,4)
- Col (7) is the sum of Col 2 - 6

It can be seen that while the migration out of the MSSB to public schools is decreasing over the four years, the migration out of Metropolitan Toronto is increasing. The rate of change of the migration rate in both cases is approximately equal: the mean rate of change of migration to Public schools is -5.73 while the mean rate of change in migration to areas outside Metro is +4.43. Thus, rate of migration to public schools is decreasing almost as fast as the migration out of Toronto is increasing.

TABLE IV

Table IV summarizes the data on migration into the MSSB schools over the period 1978 - 1981. From the list of categories given in Table II, the list of categories of Table IV are constituted as follows:

- Col (2) includes III C1), 2)
- Col (3) includes III C5), 6); III D1); III F1), 2)
- Col (4) includes III C3), 4); III D2)
- Col (5) includes III G1), 2), 3)
- Col (6) is the sum of Col 2 - 5

Table IV shows a possibly decreasing rate of migration in from public schools but an increasing rate of migration-in from outside of Metro Toronto. A further analysis of these data show that this increased immigration to Toronto is from outside of the province. Immigration from other countries and other provinces accounted for a 5% increase in admissions over the four years while the beginners accounted for approximately 33% of the admission during each of the four years (cf. Table V as well).

TABLE I

The Student Data Card

<u>Field No.</u>	<u>Title</u>
01	Student Surname
02	Student's First Name
03	Student's Second Initial
04	Home Telephone Number
05	Street Number
06	Street Name
07	Apt. No.
08	Postal District
09	Postal Code
10	Birthdate
11	Verification
12	Sex
13	Roman Catholic
14	Sacraments (Baptism, Penance, Eucharist, Confirmation)
15	Class Code (e.g. Room number)
16	Level Code (e.g. Grade: Special Education)
17, 18, 19	Withdrawal (e.g. Special Classes Part Time)
20	Primary Language Spoken in Home
21	Fees
22	Resides With
23	No. of Previous Schools Attended
24	Special Services (e.g. Social Workers)
25	Country of Birth/Date of Entry
26	Social Insurance No. of Student
27	Other Children of Family in School
28	Transportation
29	Assessment Roll Number
30	Student Number (Assigned by Student Data Centre)
40	Surname of Father or Male Guardian
41	First Name of Father or Male Guardian
42	Status (e.g. Deceased)
43	Roman Catholic
44	Business Telephone Number
45	Surname of Mother or Female Guardian
46	First Name
47	Status
48	Roman Catholic
49	Business Telephone Number
50	Street Number
51	Street Name
52	Apt. Number
53	Postal District
54	Postal Code
55	OHIP Number
60	Emergency Name (Name of person who can be contacted in case of emergency)
61	Emergency Telephone No.
62	Physician's Name
63	Physician's Telephone No.

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70	Admit Date (Date of first day the child attends classes in the school)
72	S.L.R. Refers to the Second Language Requirement of the child
73	Date OSR Received (or made up, if the child is a beginner)
74	Departure Date
75	Destination
76	Date OSR Transferred/Retired
82,83	Transferred or Retired

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TABLE II

OPENING ENROLMENT

*** TRANSFERS TO OTHER ONTARIO SCHOOLS ***

A. PUBLIC SCHOOLS

- 1) IN SAME AREA
- 2) OUTSIDE AREA BUT IN METRO
- 3) OUTSIDE METRO
- 4) LOCATION UNSPECIFIED

B. SEPARATE SCHOOLS

- 1) MSSB JK-8
- 2) MSSB 9
- 3) OTHER SEPARATE JK-8
- 4) OTHER SEPARATE 9
- 5) LOCATION UNSPECIFIED

C. PUBLIC HIGH SCHOOL

- 1) IN METRO
- 2) OUTSIDE METRO

D. SCHOOL FOR TRAINABLE RETARDED

E. APPROVED CARE OR TREATMENT CENTRE

II *** RETIREMENTS ***

A. TO PRIVATE SCHOOLS

- 1) METRO ELEMENTARY
- 2) ELEMENTARY OUTSIDE METRO
- 3) METRO SECONDARY
- 4) SECONDARY OUTSIDE METRO
- 5) LOCATION UNSPECIFIED

B. TO EMPLOYMENT

C. LEFT ONTARIO

- 1) OUTSIDE ONTARIO
- 2) OUTSIDE CANADA

D. OTHER

- 1) DEATHS
- 2) OTHER
- 3) UNKNOWN
- 4) CORRECTION FACTOR

III *** ADMISSIONS ***

A. FIRST TIME ATTENDERS

- 1) IN JK
- 2) IN SK
- 3) IN GRADE 1

B. FROM ANOTHER MSSB SCHOOL

C. FROM ANOTHER ONTARIO

- 1) PUBLIC SCHOOL IN SAME AREA
- 2) PUBLIC SCHOOL OUTSIDE AREA BUT IN METRO
- 3) PUBLIC SCHOOL OUTSIDE METRO
- 4) SEPARATE SCHOOL OUTSIDE MSSB
- 5) SCHOOL FOR THE TRAINABLE RETARDED
- 6) APPROVED CARE OR TREATMENT CENTRE

D. STUDENTS FROM PRIVATE SCHOOLS

- 1) IN METRO

- 2) OUTSIDE METRO

E. RE-ENTRY AFTER NON-ATTENDANCE

F. OUTSIDE ONTARIO

- 1) OTHER PROVINCES
- 2) OTHER COUNTRIES

G. OTHER ADMISSIONS

- 1) OTHER
- 2) UNKNOWN

- 3) CORRECTION FACTOR

CLOSING ENROLMENT

TABLE III

Migration Out of MSSB Schools
Categorized by Type of Movement
and Year*

MIGRATION OUT TO						
Year	Public Schools	Other Schools	Other Areas	Employment, etc.	Other & Unknown	TOTAL
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1978	5695 (69.56)**	83	3840 (46.90)	49	1129	10,796
1979	4706 (57.44)	98	3948 (48.19)	48	1175	9,975
1980	4372 (52.43)	114	4950 (59.37)	53	1173	10,662
1981	4343 (52.36)	196	5010 (60.40)	57	1282	10,888

* - Year refers to the 12 months preceeding Sept. 30th
of the year

** - () rate of Migration per 1000 students of enrolment

TABLE IV

Migration In To MSSB Schools
Categorized by Type of
Movement and Year*

Year	MIGRATION IN FROM				TOTAL
	Public Schools	Other Schools	Other Areas	Other & Unknown	
(1)	(2)	(3)	(4)	(5)	(6)
1978	4694 (57.33)**	99	2847 (34.77)	253	7893
1979	4755 (58.03)	111	2972 (36.27)	285	8123
1980	4787 (57.41)	103	3004 (36.03)	278	8172
1981	4169 (50.26)	131	3507 (42.28)	250	8057

* Year refers to the 12 months preceding Sept. 30th
of the year listed

** () rate of migration in per 100 students
of enrolment

TABLE V

Mobility Within the MSSB
Schools, Beginners and
Enrolments* by Year

MOBILITY WITHIN SYSTEM			FIRST TIME ATTENDERS	TOTAL ENROLMENT
YEAR	IN	OUT		
1978	7175	12,086	7513	81,871
	(87.63)	(147.62)	(91.77)***	
1979	7284	12,453	7729	81,933
	(88.90)	(152.05)	(94.33)	
1980	7314	13,021	8063	83,380
	(87.72)	(156.76)	(96.70)	
1981	7912	13,255	8035	82,947
	(95.39)	(159.80)	(96.87)	

* Enrolment figures taken from Student Data File
for Sept. 30th of year listed

** () Mobility rate per 1000 students of Enrolment

*** () Beginner rate per 1000 students of Enrolment

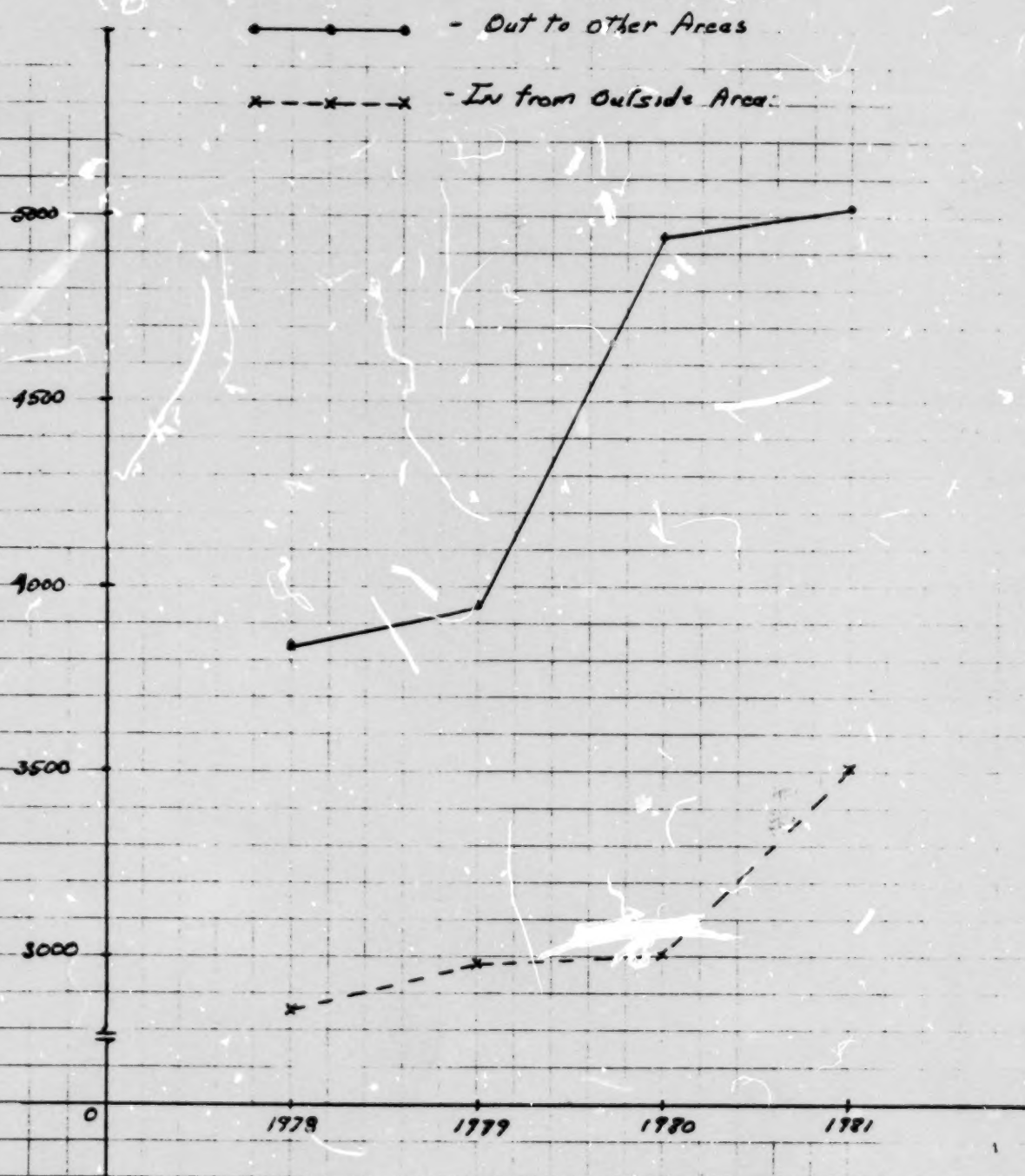


Figure 2 Migration In from Outside Metro Toronto and Migration Out of Metro Toronto for MSSB Schools by Year.

TABLE V

Table V shows the mobility within the jurisdiction of and geography covered by the MSSB. It can be readily seen that both mobility in and out of the schools is increasing over the four year period. The rate of increase is approximately the same. The first time attenders rate is increasing as well; all this in spite of a leveling off in enrolment increase.

In order to compare in-migration and out-migration by equivalent source and destination the data on Public schools from Tables III and IV were plotted together in Figure 1.

FIGURE 1

When plotted the number of out-migration to Public schools shows a creasing trend over the four years while the number of in-migrants from Public schools shows an inconsistent but probable over-all decreasing trend. There are not sufficient data-points to draw a firm conclusion but it is suspected that the succeeding year's data would show a decrease also allowing the conclusion of a decrease. Figure 2 compares the numbers of in-migrants from outside Metro to the numbers of out-migrants to areas outside Metro.

FIGURE 2

It can be readily seen that both in-and -out migrants increase over the four years with the numbers of out-migrants being approx. 1.5 times that of the number of in-migrants. When the internal mobility (in and out of the schools) within the MSSB is plotted

there is a consistent increase in both types of movement over the

FIGURE 3

four years. The rate of increase is approximately equal for in-mobility and out-mobility.

A final graphical representation, Figure 4 attempts to show

FIGURE 4

the major components of the migration in relation to the total migration by source and destination. Therefore Fig. 1 and 2 are combined in Fig. 4 with the total in-migration and total out-migration. It can be readily seen that total out-migration is considerably larger than the total in-migration even though neither show any particular tendency to rise or fall over the four years.

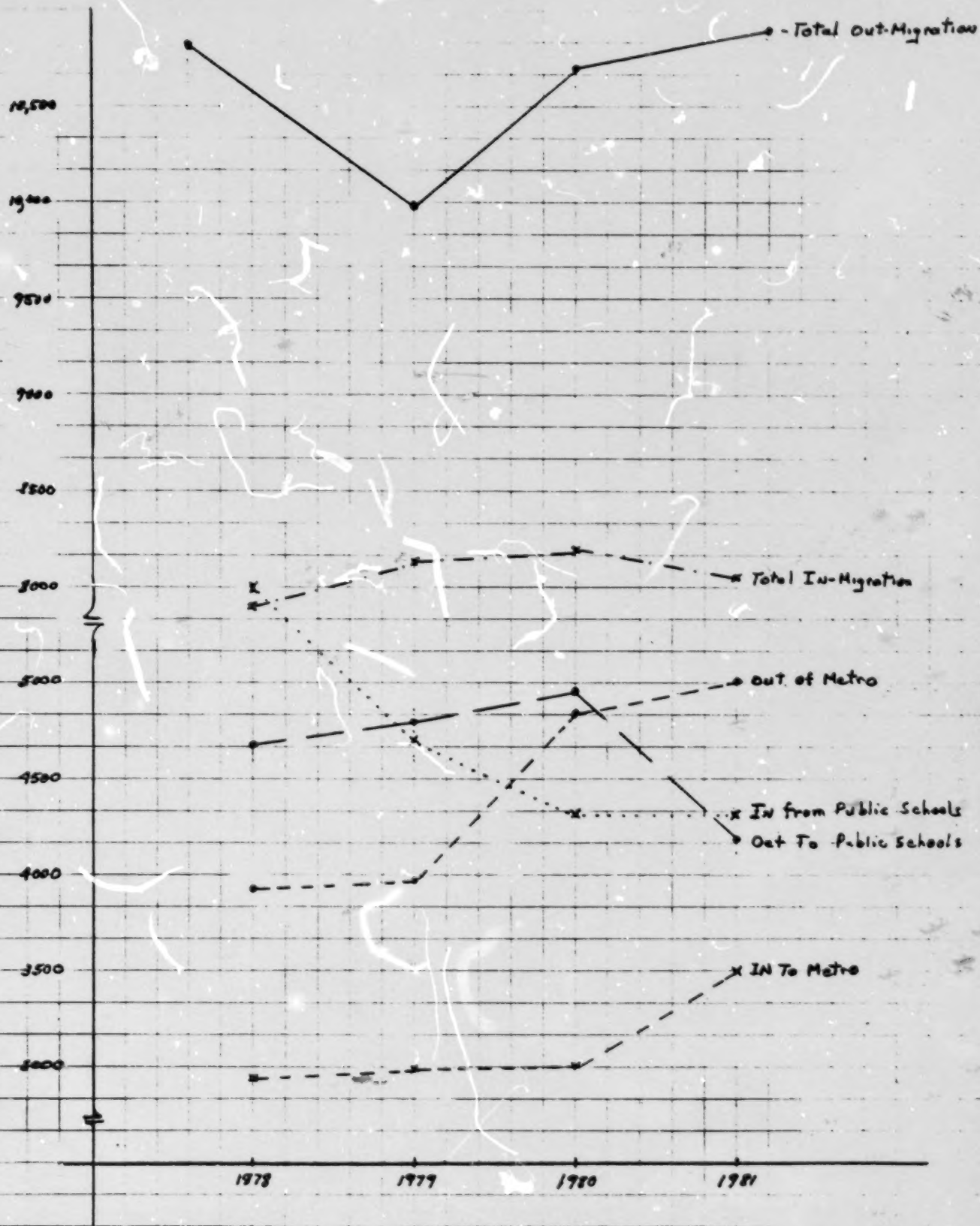


Figure 9. Migration In and Out of MSSB Schools by Category of Source and Destination respectively and by Totals for years shown.

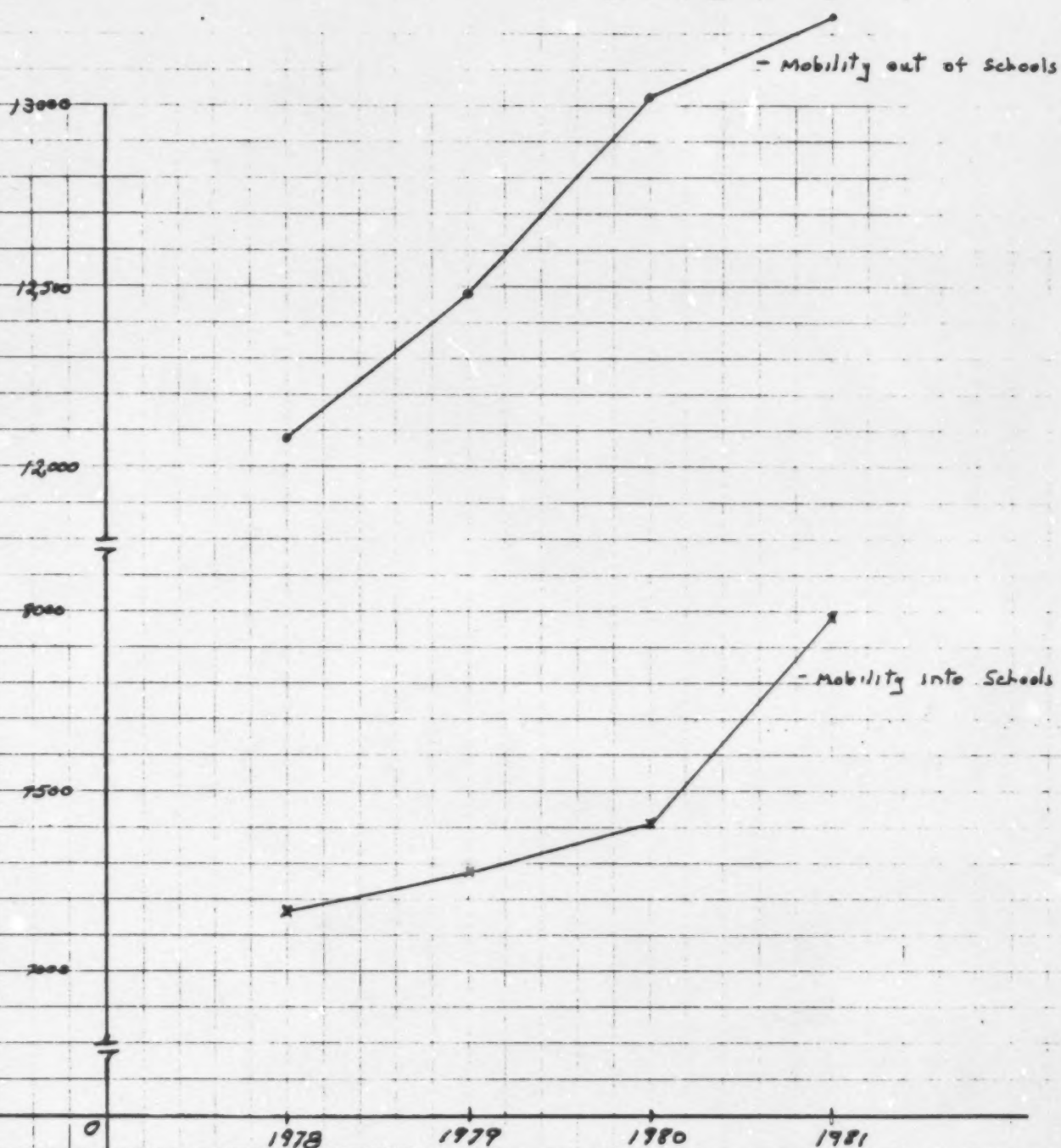


Figure 3

Graphical Representation of Mobility into and Out of MSSB Schools for each year shown.
Note: Mobility out of Schools includes students progressing To Grade 9.

Conclusions

This study has attempted to determine whether a differentiation of migration and mobility between and within school systems especially in large urban areas in Ontario would provide data which would give increased insight into those factors which determine enrolment changes over time and as a result provide increased precision in the projection of enrolment for the future.

Instead of specifying the major factor of migration in and out of a school board in Ontario with its two tax supported school systems it was hypothesized that migration to and from the two operating school systems in a large urban area would have different rates than either the migration to and from the geographic area defined by the two systems and the movement of students within the two systems.

The data collected in these categories in fact indicated that the migration in from Public schools to the Separate schools was decreasing over the four years, while that of migration into Metro Toronto to the Separate schools was increasing. A similar but not as clearly evident difference was noted in the numbers of migrants out to Public schools and out of Metro Toronto from Separate schools. The number of out-migrants clearly increased while the number of out-migrants to Public schools decreased but the trend was not confirmed because of

insufficient data points.

The total in and out migration does not show a change over time but the out-migration is larger than the in-migration. If only these totals were used undifferentiated by source or destination the differential influence of the component factors in each would not be in evidence, and the change in direction of the migration would nor could not be anticipated. It would appear from the slopes of the component curves that in about four years the out-migration will begin to decrease and the in-migration in two years. At this time the total enrolment will (all other variables held constant) stabilize and not decrease further.

The analysis attempted here is only one of many that could be done using the data from the MSSB Student Data File system. As shown on the list of fields maintained (cf. Appendix A) there are a number of data points which could prove valuable to the demographer/planner. In particular they are:

- 1) birth date of student
- 2) sex of student
- 3) religion of student
- 4) religion of male parent/guardian
- 5) residency status
- 6) religion of female parent/guardian
- 7) admission date
- 8) admission source
- 9) demission date
- 10) demission destination

Even for enrolment projections studies of the trends in mobility or migrant streams [11] among schools could be accomplished with ease.

FOOTNOTES

1. The use of the terms "Public" and "Separate Schools" does not imply that the Separate schools are not tax supported. Roman Catholic Separate School (RCSS) is a term used in the Education Act [1] to refer to those schools and school boards mandated in law to offer education to declared Roman Catholics. Roman Catholics have the option to directing tax support and their children to Separate schools. However, the tax support is not exactly equivalent since the majority of the RCSS boards do not have direct access to commercial assessment based upon proportion to students but do have indirect access through grants. The grants however provide for only 87-92% of the revenue that commercial assessment would provide if it were apportioned by enrolment in Metropolitan Toronto [2].
2. The Roman Catholic Separate School Boards are usually abbreviated to RCSSB but it is sufficient for our purpose here since we are making references to the two kinds of school boards in a generic sense not to any specific board. Later, as data are presented the data will have been gathered from one particular school board but the generic difference will be maintained since it is the purpose to provide generalizable data on mobility and migration within and between school boards coterminous within a large urban area.
3. Competition usually means two or more persons or groups attempting to attain the same object or prize [3]. In commerce the term competition means two or more companies operating in the same market. The competition between Catholic and Non-denominational school boards is really neither of the two above. In fact, the markets are not the same even though their geographic boundaries are coincident (cf. Footnote 1, above). The R.C.S.S. boards are mandated to offer education to grade 10 for all Roman Catholics. The fact that Roman Catholics can choose either school system (by assigning tax support and sending their children) and the historical secondary position of the Catholic schools allowed the non-denominational schools the role of educating a large proportion of the catholic student market. The competition has historically been one of the Catholic schools trying to supply sufficient service to educate those Roman Catholic students who constitute their market. The competition intensity increased as school-aged populations decreased and the non-denominational schools attempted to maintain its position in enrolments. The relative proportions of catholic to non-catholic school-aged children changed as a result of immigration thus increasing the pressure to maintain (or expand) enrolments in each school system.

4. It is true that the actual geographic boundaries of the individual school board comprising the educational system in Ontario are not coterminous. However, in terms of there being a Roman Catholic separate school (RCSS) system across the province in the same way as there is a Non-denominational public school system, then the systems are coincident. The fact that they are coincident is not intended to imply (for it would be quite erroneous) that the two systems in any jurisdiction provide equivalent service even though they provide the same curriculum except for the teaching of religion. Nowhere except in Metropolitan Toronto (maybe) do the two school systems approach being equivalent at the elementary level in terms of distance between facilities and in terms of the facilities themselves.
5. Before 1965 very few RCSS boards could boast a service factor much in excess of 25%. This meant that while an CSB was mandated to offer education to all Catholic school-aged children within its geographic jurisdiction, it was in reality providing education to only 25% of those students. The other 75% were being educated by non-denominational boards. The non-denominational boards had become accustomed to providing educational service to this segment of the population. As enrolments declined as a result of lowered fertility rates and as Catholic immigration increased, the Catholic/non-Catholic proportions shifted in favor of the Catholics. The RCSS boards became more aggressive in demanding facilities for 'their' students and in some cases literally emptied an existing non-denominational school by placing a portable facility in the attendance area.
6. Accuracy as used here refers to the eventual equivalence between projected figures and actuals.
7. Using existing live birth data and survival rates to the beginning of junior kindergarten, and grade 1 one can proceed to project for the number of years into the future for which there is live birth data. If school begins at age 4 (approx) one can project for four years into the future. If schooling begins at grade 1 (age 6 years), 6 years projections could be done using actual data rather than rates to project figures which then are subjected to survival rates.
8. Non-Catholics can attend a Separate school in special cases without the directing of tax support provided a fee is paid. The fee is the difference between the grant received for his/her enrolment and the ceiling cost-of-education set by the Ministry of Education.
9. Appendix A shows the list of categories which are used by the Ministry's School September Report to collect data justifying enrolment changes from one year to the next.

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APPENDIX A

**Student Data Card and
Required Codes of the MSSB
Student Data File System**

The Student Data Card

<u>Field No.</u>	<u>Title</u>
01	Student Surname
02	Student's First Name
03	Student's Second Initial
04	Home Telephone Number
05	Street Number
06	Street Name
07	Apt. No.
08	Postal District
09	Postal Code
10	Birthdate
11	Verification
12	Sex
13	Roman Catholic
14	Sacraments (Baptism, Penance, Eucharist, Confirmation)
15	Class Code (e.g. Room number)
16	Level Code (e.g. Grade: Special Education)
17, 18, 19	Withdrawal (e.g. Special Classes Part Time)
20	Primary Language Spoken in Home
21	Fees
22	Resides With
23	No. of Previous Schools Attended
24	Special Services (e.g. Social Workers)
25	Country of Birth/Date of Entry
26	Social Insurance No. of Student
27	Other Children of Family in School
28	Transportation
29	Assessment Roll Number
30	Student Number (Assigned by Student Data Centre)
40	Surname of Father or Male Guardian
41	First Name of Father or Male Guardian
42	Status (e.g. Deceased)
43	Roman Catholic
44	Business Telephone Number
45	Surname of Mother or Female Guardian
46	First Name
47	Status
48	Roman Catholic
49	Business Telephone Number
50	Street Number
51	Street Name
52	Apt. Number
53	Postal District
54	Postal Code
55	OHIP Number
60	Emergency Name (Name of person who can be contacted in case of emergency)
61	Emergency Telephone No.
62	Physician's Name
63	Physician's Telephone No.

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70	Admit Date (Date of first day the child attends classes in the school)
72	S.L.R. Refers to the Second Language Requirement of the child
73	Date OSR Received (or made up, if the child is a beginner)
74	Departure Date
75	Destination
76	Date OSR Transferred/Retired
82,83	Transferred or Retired To

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STUDENT INFORMATION	01 STUDENT'S SURNAME 02 STUDENT'S FIRST NAME 03 STUDENT'S SECOND INITIAL 04 HOME PHONE NO. UNLISTED										STATUS YEAR MO. DAY RUN DATE SCHOOL CODE STUDENT NUMBER ASSESSMENT ROLL NUMBER MRH MAP DIV SUB DIV	
	05 STREET NUMBER 06 STREET NAME 07 APT. NO. 08 POSTAL DISTRICT 09 POSTAL CODE											
	10 BIRTH DATE YEAR MO DAY 11 VERIFICATION 12 SEX 13 ROMAN CATHOLIC 14 SACRAMENTS 15 CLASS CODE 16 LEVEL CODE 17 WITHDRAWAL 1 18 WITHDRAWAL 2 19 WITHDRAWAL 3											
	20 PRIMARY LANGUAGE SPOKEN IN HOME 21 BAPTISM 22 PENANCE 23 EUCHARIST 24 CONFIRMATION 25 FEES 26 RESIDES WITH 27 NO. OF PREVIOUS SCHOOLS 28 SPECIAL SERVICES											
PARENT / GUARDIAN INFORMATION	29 COUNTRY OF BIRTH 30 DATE OF ENTRY YEAR MO 31 SOCIAL INSURANCE NO. 32 OTHER CHILDREN OF FAMILY IN SCHOOL											
	33 SURNAME OF FATHER OR MALE GUARDIAN 34 FIRST NAME 35 STATUS 36 ROMAN CATHOLIC 37 BUSINESS TELEPHONE NO. 38 EXTENSION											
	39 SURNAME OF MOTHER OR FEMALE GUARDIAN 40 FIRST NAME 41 STATUS 42 ROMAN CATHOLIC 43 BUSINESS TELEPHONE NO. 44 EXTENSION											
	45 ADDRESS OF PARENT / GUARDIAN 46 STREET NUMBER 47 STREET NAME 48 APT. NO. 49 POSTAL DISTRICT 50 POSTAL CODE 51 O.H.P. NUMBER											
EMERGENCY INFORMATION	52 EMERGENCY NAME 53 EMERGENCY TELEPHONE NO. 54 EXTENSION											
	55 PHYSICIAN'S NAME 56 TELEPHONE NO. 57 EXTENSION											
NOTES:												
ADMITTANCE INFORMATION					TRANSFER-RETIREMENT-DELETION INFORMATION							
70 YEAR MO DAY LAST SCHOOL ATTENDED 71 SOURCE 72 S.L.R.					73 YEAR MO DAY DATE OR RECEIVED / MADE-UP 74 YEAR MO DAY SCHOOL CODE							
75 NAME 76 ADDRESS					77 YEAR MO DAY TRANSFERRED OR RETIRED TO 78 YEAR MO DAY SCHOOL CODE							
79 SIGNATURE OF PERSON COMPLETING CARD 80 DATE YR MO DAY					81 SIGNATURE OF PRINCIPAL 82 DATE YR MO DAY							
83 SCHOOL NAME AND SCHOOL CODE 84 INFORMATION CHANGE 85 NEW ADMITTANCE 86 RE-ADMITTANCE 87 TRANSFER / RETIREMENT 88 DELETION												

STUDENT DATA CARD CODES

HOME TELEPHONE CODE (94)

Unlisted Number U

BIRTHDATE VERIFICATION (11)

Unable to verify 0
Birth Certificate 1
Baptismal Certificate 2
Passport 3
OSR Record 4
Other 9

SEX OF STUDENT (12)

Male M
Female F

ROMAN CATHOLIC (13, 43, 48)

Yes Y
No N
Unable to establish U

SACRAMENTS (14)

Yes Y
No N
Unable to establish U

LEVEL AND / OR WITHDRAWAL (16, 17, 18, 19)

Junior Kindergarten JK
Kindergarten SK
Grades 1 to 13 01, 02, 13
Special Programs
Primary 20
Junior 21
Intermediate 22
Behavior 23
Speech 24
Hearing Impaired 25
Home Instruction 26
Remedial Reading 27
Learning Disabilities 28
Gifted 29
Special Program: Other 99
English as a Second Language:
Primary 40
Junior 41
Intermediate 42
English as a Second Language:
Experimental 43
Special English:
Primary 44
Junior 45
Intermediate 46
Metro Programs 90

PRIMARY LANGUAGE SPOKEN IN HOME (20)

Unable to establish 00
English 01
French 02
Italian 03
Portuguese 04
Spanish 05
Arabic 06
Caylonese 07
Chinese 08
Czechoslovakian 09
Dutch 10
Danish 11
German 12
Greek 13
Hungarian 14
Hindi 15
Japanese 16
Korean 17
Maltese 18
Polish 19
Punjabi 20
Russian 21
Serbo-Croatian 22
Slovenian 23
Swedish / Norwegian 24
Ukrainian 25
Other European 26
Other Asian 27
Other African 28
Other 29

FEES (21)

Unable to establish 00
Separate School Supporter 01
Non-Catholic, Parental Fee 02
Mixed Marriage with Lease 03
Mixed Marriage, no Lease 04
Non-Resident, Parental Fee 05
Non-Resident, Fees to MSSB
from Other Boards 06
Resident, Fees to Metro Boards
from MSSB 07
Crown Wards, S.H.V., C.A.S.,
Fees to MSSB from Ministry 08
Other 09
Sacred Heart Village, Fees to
MSSB from other Boards 10

RESIDENCY OF STUDENT (22)

Unable to establish 0
With Both Mother & Father 1
Father Only 2
Mother Only 3
Guardian Only 4
Other 9

NUMBER OF PREVIOUS SCHOOLS (23)

A tally of previous Schools
attended 00, 01, 02

SPECIAL SERVICES (34)

Child has been referred and file established
with Special Services Dept. or Regional
Office.
Yes Y
No N
Unknown U

COUNTRY OF BIRTH (25)

Unable to establish 00

NORTH & CENTRAL AMERICA

Canada 01
United States 02
Mexico 03
Central America 09

SOUTH AMERICA

Argentina 10
Brazil 11
Chile 12
Colombia 13
Ecuador 14
Guyana 15
Peru 16
Uruguay 17
Venezuela 18
Other S.A. Countries 19

WEST INDIES

Aruba 20
Barbados 21
Bermuda 22
Cuba 23
Dominican Republic 24
Haiti 25
Jamaica 26
Trinidad & Tobago 27
Other W.I. Countries 29

EUROPE

Austria 30
Belgium 31
Czechoslovakia 32
France 33
Germany 34
Greece 35
Hungary 36
Ireland 37
Italy 38
Malta 39
Poland 40
Portugal 41
Scandinavian Countries 42
Spain 43
United Kingdom 44
Yugoslavia 45
Other European 49

AFRICA

Angola 50
Egypt 51
Kenya 52
Republic of South Africa 53
Tanzania 54
Uganda 55
Zambia 56
Other African Country 59

ASIA

Bangladesh 70
China 71
Hong Kong 72
India 73
Indonesia 74
Japan 75
Korea 76
Pakistan 77
Philippines 78
Sri Lanka (Ceylon) 79
Viet Nam 80
Other Asian Country 89

Australia 90
New Zealand 91

OTHER CHILDREN OF FAMILY IN SCHOOL (27)

Yes Y
No N

TRANSPORTATION (28)

Unknown 0
Regular: Home to School 1
Kindergarten 2
ESL 3
Special Education 4
Vision, Hearing, Speech 5
Medical, Handicapped 6
Not Transported 7

STATUS OF PARENT / GUARDIAN (42)

Father F
Mother M
Guardian G
Deceased D

ADMISSION SOURCE (71)

Admittance Source Unknown 00

First Time Attender

Beginner to JK 01
Beginner to K 02
Beginner to Grade 1 03

From an Ontario Separate Elementary School

Within the MSSB 10
Outside the MSSB, but in Ontario 11

From an Ontario Public Elementary School

In the same area 20
Outside the area, but in Metro 21
Outside of Metro, but in Ontario 22

From a Private Elementary School

Within Metro 30
Outside Metro but in Ontario 31

From an Ontario Secondary School

A MSSB Grade 9 (credit equivalents) 40
A MSSB Grade 10 (credit equivalents) 41
A MSSB affiliated Grade 11-13
(credit equivalents) 42

A Separate High School outside of the MSSB, but in Ontario

An Ontario Public High School,
in Metro 44
An Ontario Public High School,
outside Metro 45
An Ontario Private High School 46

From an Ontario School for the Trainable Retarded

..... 50

From an Ontario Corrective Institution

..... 52

From a Canadian Province Outside of Ontario

Alberta 60
British Columbia 61
Manitoba 62
New Brunswick 63
Newfoundland 64
Nova Scotia 65
Prince Edward Island 66
Quebec 67
Saskatchewan 68
Yukon & Northwest Territories 69

From a Country other than Canada

..... 80

Student re-entering after a period of non-attendance at any school

..... 90

Student was departed in error, please reinstate

..... 95

Other 99

SECOND LANGUAGE REQUIREMENT (72)

SLR Unable to establish 0
The Student's language skills
are adequate 1
The Student requires additional
training in English 2
The Student requires additional training
in French (French Schools only) 3

TRANSFER, RETIREMENT, DELETION (75)

Transfer or Retirement Destination
Destination Unknown 00

To a Separate Elementary School

Within the MSSB 10
Outside the MSSB, but in Ontario 11
Outside of Ontario 12

To a Public Elementary School

In the same Area 20
Outside of the Area, but in Metro 21
Outside of Metro, but in Ontario 22
Outside of Ontario 23

To a Private Elementary School

In Metro 30
Outside of Metro, but in Ontario 31
Outside of Ontario 32

To a Secondary School

A MSSB Grade 9 (credit equivalents) 40
A MSSB Grade 10 (credit equivalents) 41
A MSSB affiliated Grade 11-13
(credit equivalents) 42

A Separate High School in Ontario not affiliated with the MSSB

An Ontario Public High School
in Metro 44
An Ontario Public High School
Outside of Metro 45
An Ontario Private High School 46

To a High School Outside of Ontario

..... 47

To an Ontario School for the Trainable Retarded

..... 50

To a School for the Trainable Retarded outside Ontario

..... 51

To a Corrective Institution

..... 52

To Enter Employment

..... 53

The Student has died

..... 59

Other

..... 99

Deletion Code

This student is double registered 98
This student was never at
this school 97
This student was pre-registered
but did not appear 96

SCHOOL STAFF ROSTER CODES

A5

CHANGE CODE

Indicates the type of change you wish to process.

Change in the Class, Accommodation Type, Last Name, First Name or S.I.N. associated with an existing staff record C

Addition of a new level and reference number A

Deletion of an existing level and reference number D

Note: Changes in level/function and/or reference number must be processed by a deletion followed by an addition.

LEVEL/FUNCTION

Indicates the level or program taught or staff position held.

Regular Program

Junior Kindergarten	JK
Kindergarten	SK
Grades 1 to 13	01, 02 - 13

Special Program

Primary	20
Junior	21
Intermediate	22
Behaviour	23
Speech	24
Hearing Impaired	25
Home Instruction	26
Remedial Reading	27
Learning Disabilities	28
Gifted	29
Diagnostic - Prescriptive Teacher	36
Specific learning Disability (Language)	36
Limited Vision	37
Blind	38
Multiple Handicapped	81
Trainable Mentally Retarded	82
Early School Leaving Program	86
Language Instruction:	
Primary	40
Junior	41
Intermediate	42
Metro Programs	80
Art	80
French	81
Guidance	82
Home Economics	83
Industrial Arts	84
Librarian	85
Music: Instrumental	86
Music: Vocal	87
Physical Education	88

Teacher Aides

Teacher Aide:

Regular	80
Library	81
New Canadian Kindergarten	82
Special Education	83
Special Need Budget	84

Administrative Staff

Principal	70
Vice Principal	71
Secretary	72
Clerk-Typist	73

Maintenance Staff

All Maintenance Staff receive a code of	80
---	----

REFERENCE NUMBER

A one character field (numeric: 1-9) defining levels, or staff position responsibility.

Do not assign same reference number to different persons within a single category of responsibility.

CLASS

Identifies a class by means of any code you wish to use in either Numeric or Alpha characters. It may specify location and type or it may be completely arbitrary.

ACCOMMODATION TYPE

Indicates the type of facility in which the class is held.

Permanent Classroom	1
Portable Classroom	2
Demountable Facility	3
Shared Use Facility:	
a) MSSB School	4
b) Board of Education	5
c) Private School	6
d) Other	7
Other	8

APPENDIX B

List of Categories of Data
required by the Ministry
of Education in its
School September Report

SCHOOL:

BOARD TOTALS

INCIDENT NO.

1. ENROLMENT ON SEPTEMBER 30, (YEAR)

2. TRANSFERS TO OTHER ONTARIO SCHOOLS SINCE SEPTEMBER 30, 1979

TO PUBLIC SCHOOLS

TO SEPARATE SCHOOLS

TO SECONDARY SCHOOLS

TO SCHOOLS FOR TRAINABLE RETARDED CHILDREN

TO CLASSES IN APPROVED CARE OR TREATMENT FACILITIES

TOTAL TRANSFERS

3. RETIREMENTS SINCE SEPTEMBER 30, 1979

TO PRIVATE SCHOOLS

TO ENTER EMPLOYMENT IN ONTARIO

TO OTHER PROVINCES OR TERRITORIES

TO OTHER COUNTRIES

OTHER

TOTAL RETIREMENTS

4. TOTAL TRANSFERS AND RETIREMENTS

5. ADMISSIONS SINCE SEPTEMBER 30, 1979

A. BEGINNERS

B. STUDENTS ENROLLED PREVIOUSLY WITH MSSB

C. STUDENTS ENROLLED PREVIOUSLY WITH ANOTHER
SCHOOL BOARD IN ONTARIO IN:
PUBLIC SCHOOLS

SEPARATE SCHOOLS

SCHOOLS FOR TRAINABLE RETARDED CHILDREN

D. STUDENTS FROM APPROVED OR TREATMENT FACILITIES IN ONT

E. STUDENTS ENTERING FROM PRIVATE SCHOOLS IN ONTARIO

F. STUDENTS RE-ENTERING AFTER A PERIOD OF NON-ATTENDANCE

G. STUDENTS ENTERING FROM SCHOOLS OUTSIDE ONTARIO

H. OTHER ADMISSIONS

6. TOTAL ADMISSIONS

7. ENROLMENT ON SEPTEMBER 30, 1980

SCHOOL:

BOAST TOTALS

(IDENTIFY NO.)

BREAKDOWN OF ITEM 50

NORTH AMERICA

CANADA

BRITISH COLUMBIA

ALBERTA

SASKATCHEWAN

MANITOBA

QUEBEC

NOVA SCOTIA

NEW BRUNSWICK

PRINCE EDWARD ISLAND

NEWFOUNDLAND

YUKON & NORTH WEST TERRITORIES

UNITED STATES

WEST INDIES

OTHER

EUROPE

GERMANY

ITALY

PORTUGAL

UNITED KINGDOM

OTHER

AFRICA

ASIA

HONG KONG

INDOCHINA

OTHER

AUSTRALIA

SOUTH AMERICA

TOTAL